



1. General Course Information

1.1 Course Details

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|----------------------------|--|
| Course Code: | 1205MED |
| Course Name: | Health Challenges for the 21st Century |
| Trimester: | Trimester 3, 2019 |
| Program: | Diploma of Health Sciences |
| Credit Points: | 10 |
| Course Coordinator: | Elisha Roche |
| Document modified: | 15 August 2019 |

Course Description

This course takes a multi-disciplinary and integrated approach to examine population health in the 21st Century. Using a socio-ecological perspective, the course will take a systems approach (i.e. from prevention through to treatment) to introduce students to the environmental, social and behavioural determinants of health and disease. The course will link these determinants with global and national priority health challenges of the 21st Century together with the implications for effective health care practice.

Assumed Knowledge

There is no assumed knowledge requirements for this course.

1.2 Teaching Team

Your lecturer/tutor can be contacted via the email system on the portal.

| Name | Email |
|--------------|--|
| Elisha Roche | elisha.roche@staff.griffithcollege.edu.au |
| Amanda Smith | amanda.smith@staff.griffithcollege.edu.au |

1.3 Staff Consultation

Your lecturer/tutor is available each week for consultation outside of normal class times. Times that your lecturer/tutor will be available for consultation will be given in the first week of lectures. A list of times and rooms will be published on the Griffith College Portal under the "Support and Services/Teacher Consultation Times" link.

1.4 Timetable

Your timetable is available on the Griffith College Portal at Class Timetable in Student and Services.

1.5 Technical Specifications

All students must have access to a computer or suitable mobile device.

2. Aims, Outcomes & Generic Skills

2.1 Course Aims

This course enables students to gain a basic understanding of the broader determinants of population health and how these link with health priorities of the 21st Century, together with the implications for effective health care practice.

2.2 Learning Outcomes

After successfully completing this course you should be able to:

1. Describe priority global and national health and disease challenges in the 21st century.
2. Identify the social and environmental determinants of health in the global context.
3. Explain how the social and environmental determinants of health shape individual and population health in the global context.
4. Explain the link between the determinants of health and disease patterns, in particular, health inequalities between and within population groups.
5. Describe the roles, responsibilities, practices and expertise of members of major health professions relevant to health service delivery in the Australian context.

2.3 Generic skills

For further details on the Generic Skills please refer to the Graduate Generic Skills and Capabilities policy.

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

| Generic Skills | Taught | Practised | Assessed |
|----------------------------------|---------------|------------------|-----------------|
| WrittenCommunication | | Yes | Yes |
| OralCommunication | | Yes | |
| InformationLiteracy | | Yes | Yes |
| SecondaryResearch | Yes | Yes | Yes |
| Critical and Innovative Thinking | Yes | Yes | Yes |
| Academic Integrity | Yes | Yes | Yes |
| Self Directed Learning | | Yes | Yes |

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|------------------------------|-----|-----|-----|
| Team Work | | Yes | |
| Cultural Intelligence | | Yes | Yes |
| English Language Proficiency | Yes | Yes | Yes |

3. Learning Resources

3.1 Required Resources

The course workbook will be made available for purchase from the Griffith University bookshop at the start of trimester. There are no other required resources for this course.

3.2 Recommended Resources

Australian Institute of Health and Welfare 2018. Australia's health 2018. Canberra: AIHW Available at the following link:
<https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true>

Links to additional readings will be made available to you on the 1205MED course site. Students are advised to regularly check the portal for updated material.

3.3 College Support Services and Learning Resources

The College provides many facilities and support services to assist students in their studies. Links to information about College support resources that are available to students are included below for easy reference.

[Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.

MyStudy – there is a dedicated website for this course via MyStudy on the Griffith College Portal.

[Academic Integrity Tutorial](#) - this tutorial helps students to understand what academic integrity is and why it matters. You will be able to identify types of breaches of academic integrity, understand what skills you will need in order to maintain academic integrity, and learn about the processes of referencing styles.

Services and Support provides a range of services to support students throughout their studies including personal support such as Counselling; Academic support; and Welfare support.

Jobs and Employment in the [Student Hub](#) can assist students with career direction, resume and interview preparation, job search tips, and more.

[IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

3.4 Other Learning Information

Attendance

You are expected to attend all lectures and tutorials and to actively engage in learning during these sessions. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you may BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

Preparation and Participation in Class

In order to enhance learning, prepare before lectures and tutorials. Read the relevant section of your text book before a lecture, and for a tutorial read both the textbook and the relevant lecture notes. If you have been given tutorial exercises, make sure you complete them. Active participation in lectures and tutorials will improve your learning. Ask questions when something is unclear or when you want to bring some issue to your lecturer or tutor's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation

time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

Course Materials

Lecture notes will be made available to you in MyStudy on the Griffith College Portal and you are advised to either print these out and bring them to each class so that extra notes can be added or BYOD (bring your own device) and add extra notes digitally.

Self-Directed Learning

You will be expected to learn independently. This means you must organise and learn the course content even when you are not specifically asked to do so by your lecturer or tutor. This involves revising the weekly course material. It also means you will need to find additional information for some assessment items beyond that given to you in textbooks and lecture notes, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - Program Progression Policy - for more information].

Teacher and course Evaluation

Your feedback is respected and valued by your lecturers and tutors. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your lecturer and tutor or by completing course and lecturer evaluations via Griffith College's evaluation tool whenever these are available.

4. Learning and Teaching Activities

Classes for Health Challenges in the 21st Century include the following:

- * **Lectures:** 2 hours per week
- * **Tutorials:** 1 hour per week
- * **Workshops:** 1 hour per week

4.1 Weekly Learning Activities

| Week | Topic | Activity | Readings | Learning Outcomes |
|------|---|-----------------------|--|-------------------|
| 1 | Introduction to course: Course administration, assessment, delivery method | Lecture | Australia's Health 2018 Chapter 1 An overview of Australia's Health Chapter 4 Determinants of Health | 2 & 3 |
| | Introduction: Introduction to socio-ecological approach to health: A conceptual framework for health practitioners and researchers Assessment overview | Tutorial/ workshop | | 1 & 2 |
| 2 | Burden of disease: Global Burden of Disease & Determinants. National Burden of disease & Determinants | Lecture | Australia's Health 2018 Chapter 2: 2.0 & 2.1 An overview of Australia's health system | 1, 2, 3 & 4 |
| | Academic Writing Writing Concisely Referencing Research & Databases AIHW Quizzes | Tutorial/ workshop | | 1 & 2 |

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| 3 | Environmental determinants: The environment and health challenges Cardiovascular Disease, obesity and the environment | Lecture | Australia's Health 2018 Chapter 3: Population health in Australia | 1, 2, 3 & 4 |
| | Essay preparation Environmental determinant case study. Watch video on World Toilet Day: https://www.youtube.com/watch?v=NXBz1lQttFM | Tutorial/ workshop | | 1 & 2 |
| 4 | Social determinants: The social determinants of health in the 21st century | Lecture | Burden of disease and air pollution (4.24 minutes): https://www.youtube.com/watch?v=LUXssRUvF88 | 1, 2, 3 & 4 |
| | 'The last straw' - A game on the social determinants of health | Tutorial/ workshop | | 2 & 3 |
| 5 | Lifestyle and Individual Health: Nutrition, physical activity and lifestyle | Lecture | | 1, 2, 3 & 4 |
| | AusD Risk Tool Audit-C Questionnaire for Alcohol intake Physical Activity Self-Assessment Essay support/questions - optional to bring essay draft to class | Tutorial/ workshop | | 1 |
| 6 | Work and health: Work as a social determinant of health | Lecture | | 1, 2, 3 & 4 |
| | Activity on work & health. Watch video 'The True Cost' | Tutorial/ workshop | | 1, 2, 3 & 4 |
| 7 | Youth risk and health: The link between risk, lifestyle and youth health | Lecture | | 1, 2, 3 & 4 |
| | Exam preparation: Case study on social determinants of health. Feedback Assessment 1 | Tutorial/ workshop | | 2 & 3 |
| 8 | First Peoples wellbeing and determinants of health | Lecture | Australia's Health 2018 Chapter 6: 6.8 An overview of First Peoples access to and use of health services | 1, 2, 3 & 4 |
| | Activity on cultural awareness: First Peoples wellbeing | Tutorial/ workshop | | 2, 3 & 4 |
| 9 | Public Health in action: systems approach to individual approaches | Lecture | | 1, 2, 3 & 4 |
| | Inter-professional Learning (IPL) assessment overview IPL multi-choice quiz 1 | Tutorial/ workshop | | 5 |
| 10 | IPL - session I | Lecture | | 5 |
| | IPL - case studies | Tutorial/ workshop | | 5 |
| 11 | IPL - session II | Lecture | | 5 |
| | IPL - preparation for quiz 2 | Tutorial/ workshop | | 5 |
| 12 | Summary and exam review | Lecture | | 1, 2, 3 & 4 |
| | IPL multi-choice quiz 2 | Tutorial | | 5 |
| | Exam revision/multi-choice questions/definitions | Workshop | | 1, 2, 3 & 4 |

5. Assessment Plan

5.1 Assessment Summary

| Item | Assessment Task | Weighting | Learning Outcomes | Due Date |
|------|---|-----------|-------------------|----------|
| 1 | Written Assessment - Environment and global health challenge | 20% | 1,2,3 & 4 | Week 5 |
| 2 | Mid-trimester Exam - Social determinants of health: Case study analysis | 25% | 1, 2,3 & 4 | Week 8 |
| 3 | Quiz - Inter-professional Learning | 15% | 5 | Week 12 |
| 4 | Final Exam | 40% | 1,2,3 & 4 | Week 13 |

5.2 Assessment Detail

1. Written Assignment (600-word Essay) - Environment and global health challenges

Rationale: The aim of this task is to enable you to demonstrate your understanding of how environmental issues impact on health.

Assessment Details: One environmental determinant and one significant global health challenge will be pre-selected from an approved list by your course coordinator. A component of tutorial time will be allocated to discussion of your topic. Your assessment item is expected to have an introduction, body and conclusion, with key points supported by relevant academic evidence in the form of in-text referencing and reference list, minimum 6 references, APA 6 reference style. Guidelines will be published on the Griffith College course site in advance of the date of expected submission.

Marking Criteria: This item is valued at 20%. The written assignment will be marked against established criteria that will be published on the Griffith College course site in advance of the date of expected submission.

2. Mid-Trimester Exam - Social determinants of health: Case study analysis

Rationale: The aim of this task is to enable you to demonstrate your understanding of **social determinants** of health and how they impact on health issues in a population.

Assessment details: Format for exam: case study. Students will be required to analyse the case study scenario to demonstrate critical thinking, ability to clearly communicate and an understanding of the social determinants of health.

Marking Criteria: This item is valued at 25% of the course total. The case study analysis has multiple parts. To maximise marks, all parts of each question must be answered. Full marking criteria for the exam will be provided on the Griffith College course site in advance of the date of the exam

3. Inter-professional Learning Quiz

Rationale: In the 21st century almost all health and human services practitioners work in inter-professional teams. Arguably, the ability to work inter-professionally has become a core competency for all graduates in the health professions. This inter-professional learning assessment will provide students with an ability to consider and address problems from multiple frames of reference that is highly congruent with the orientation required for effective inter-professional healthcare practice.

Assessment Details: The inter-professional learning (IPL) e-learning module consists of Video Part 1 and Part 2 and extended versions of half-interviews on 18 professions. The assessment component consists of two sets of multiple choice questions that would take one-hour to complete each set.

Students are required to complete MCQ test 1 during your workshop in week 9, prior to viewing the Phase I Video Part 1. Upon completion of the IPL learning modules (IPL1 and IPL2), MCQ test 2 is to be completed on your own during the Workshop in week 12. Students are expected to view Part 2 of the video and all extended half-interviews prior to MCQ test 2. **MCQ test 2 is the marked component. However, students must complete MCQ test 1 before they can get access to MCQ test 2.**

Marking Criteria: This item is valued at 15%. The interprofessional learning tests will be marked against pre-moderated model answers.

4. Final Exam

Rationale: The final exam will assess the students' ability to draw on the wide variety of information learnt over the duration of the course and application of the conceptual framework used to support critical thinking and analysis.

Assessment Details: A final exam will be held in the end of trimester exam period. Details will be provided during the trimester. The format of the end of trimester exam will be a selection of Multiple Choice Questions, short answer questions and an extended response question.

Marking Criteria: This item is valued at 40%. The final examination will be marked against established model answers and undergo a full moderation process.

Requirement to pass the course:

In order to pass this course students must:

1. **submit all weighted items of assessment for this course AND**
2. **achieve an aggregated score (sum of all assessments) of 50%.**

5.3 Late Submission

An assessment item submitted after the due date, without an approved extension from the Course Coordinator, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the maximum mark applicable for the assessment item, for each working day or part working day that the item is late. Assessment items submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > Assessment Policy for guidelines and penalties for late submission.

5.4 Other Assessment Information

Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the course.

Requests for extension

To apply for an extension of time for an assignment, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website - Policy Library - for guidelines regarding extensions and deferred assessment.

Return of Assessment Items

1. Marks awarded for in-trimester assessment items, except those being moderated externally with Griffith University, will be available on the Student Portal within fourteen [14] days of the due date. This does not apply to the final assessment item in this course (marks for this item will be provided with the final course result).
2. Students will be advised of their final grade through the Student Portal. Students can review their exam papers after student grades have been published (see relevant Griffith College Fact Sheet for allocated times at Support > Factsheets). Review of exam papers will not be permitted after the final date to enrol.
3. Marks for **all** assessment items including the final exam (if applicable) will be recorded in the Moodle Course Site and made available to students through the Moodle Course Site.

The sum of your marks overall assessment items in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.

6. Policies & Guidelines

Griffith College assessment-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

Assessment Policy, Special Consideration, Deferred Assessment, Alternate Exam Sitting, Medical Certificates, Academic Integrity, Finalisation of Results, Review of Marks, Moderation of Assessment, Turn-it-in Software Use. These policies can be accessed using the 'Document Search' feature within the [Policy Library](#)

Academic Integrity Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your lecturers, tutors and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > Academic Integrity Policy

Reasonable Adjustments for Assessment – The Disability Services policy

The Disability Services policy (accessed using the Document Search' feature with the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to assessment for students with disabilities while maintaining academic robustness of its programs.

Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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